



BRIGHAM YOUNG ACADEMY.

VOL. I.

PROVO, UTAH, NOVEMBER 2, 1891.

No. 5

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THE NORMAL.

Vol. I.

PROVO, UTAH, NOVEMBER 2, 1891.

No. 5.

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PUBLISHED BI-WEEKLY DURING THE SCHOOL YEAR

BY THE
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Contributions from the leading schools of this and surrounding Territories earnestly solicited.

Address all communications to

THE NORMAL, B. Y. A., Provo, Utah.

Entered at Provo, Utah, Postoffice as mail matter of the second class.

EDITORIALS.

IT is with pleasure we announce having received the first number of the *Business Journal*. THE NORMAL extends its congratulations and desires to thank the managers of the *Journal* for the complimentary numbers sent our editors—we will cheerfully exchange. The matter is varied, interesting, and well chosen, and certainly does the Academy proud. Truly the teachers of the Academy might feel pleased with the enterprise of their students and possibly in more no potent way could the popularity of our beloved institution be increased.

IN the Reviews will be seen a note on "Sex and Education." That a more lively interest might be awakened in the book possibly, is the apology for referring to it in the editorial column. We have read the book through carefully since finding it in the Normal library, and find in it considerable interesting information on co-education, a subject not much talked upon in Utah, as it has been a system with her people from the beginning. And it might be a surprise to many to know that it took a hard fight to convince those institutions that now admit both sexes that an education of both in common was possible or advisable. We might add, in passing, that "co-eds" is the affection-

ate appellation which the gentlemen give the lady students.

There is plausible ground to argue both for and against co-education and it is important that teachers (prospectives too) understand the pros and cons. Chapter VIII is especially interesting. If you cannot read the whole book, read a few chapters at all events.

NOTE the language of the *Journal*. "The 'Southsiders' is the way the NORMAL dubs the originators of the *Journal*." THE NORMAL didn't *dub* the originators of the *Journal* nor did it speak of the meeting in question in a *dubbing* manner. As far as can be learned the originators were the teachers laboring in the B. Y. A. Business College and if the *Journal* will take the pains to read our article again it will find that we didn't refer to any teachers at all, only *students*; the language was written in a spirit of friendship and the construction was merely made so to avoid the frequent repetition of the same word so many times, which seems so distasteful to some of our critics. It must take considerable assurance to speak of the members of that meeting (with a few exceptions) as originators. They had barely interest enough to attend without doing any originating.

ONE is amused in reading the local papers of the day to see the profusion with which they bestow the name of professor upon almost every one who happens to have taught school a term or more. The title *professor* is properly bestowed upon those only, who have successfully completed any required academic course of study and have received a degree therefor. The General Board of Education states that as far as church school teachers are concerned "the title *professor* will be recognized as applicable in church schools to those only who hold Academic diplomas as specified."

OUR subscription list keeps steadily increasing, and still we are not contented. THE NORMAL must be found in every school in Utah (if we get subscribers enough of course) so that the B. Y. A. can be in communication with all lovers of education.

By way of encouragement, THE NORMAL proposes to present to every subscriber who pays up before Christmas a copy of the "Commence-

ment Annual" of the XV Academic year, worth twenty-five cents.

This Annual contains the addresses by members of the faculty, and by members of the board at the close of school last spring. Also an account of "Normal Day" and "Academic Day" exercises.

A pamphlet containing much interesting information, besides giving a flavor of the literary merits of our "temple of learning." An extra number of this issue will be printed so sample copies can be sent to all available addresses. Look over its pages and if THE NORMAL suits you, send us word to place your name on the regular subscription list. Back numbers will be sent.

B. Y. A. B. B. CLUB.

HO for the "white caps" and the "blue caps"! A baseball club has been organized for the purpose of giving exercise and recreation to the boys, and amusement to all who wish to attend the games. There are 24 players, 4 being alternates, and the teams are captained by our W. M. McKendrick and Jacob Magleby. H. S. Martin is president and G. E. Robison secretary and treasurer. Blue caps will adorn McKendrick's team and Magleby's team will sport the white caps.

READ the article on exercise in this issue—the countenances of several of the students show that they need to profit by the principles contained in it.

Correspondence.

RICHFIELD, October 13, 1891.

THE Sevier Stake Academy, Richfield, opened its fifth academic year September 7, 1891, with 26 students of fourth and fifth reader grades. John Johnson, principal, and Marinda Halliday, assistant.

THE primary department is a thing of the past, as a result, many little ones had to be turned away.

ATTENDANCE is increasing, and bright hopes are entertained for the future.

OUR principal and his assistant are proving themselves worthy the name of true teachers.

TEN students constitute the Normal class. They have just finished rules of catechization. Every Tuesday they test their ability by practical application.

THE rapid penmanship class found great difficulty in learning to handle the pen, but as prac-

tice makes perfect, they can now get along with less squinting and squirming.

STUDENTS look forward with fond hopes, to the time when they shall participate in the first "social hop" of the season.

THE electric bells startled some of the new students and made them ask what caused them to ring.

VARIOUS TOPICS.

Founder's Day.

Friday, October 16, was a day long to be remembered by the students, officers and friends of the B. Y. Academy. The day was celebrated in honor of the establishment of the Academy at Provo, by President Brigham Young.

Just sixteen years ago did Brigham Young plant that little germ of education, which, notwithstanding the storms and frosts of adversity, has continued to grow, nourished and watered by the Spirit of God, until to-day it can be likened unto a Banyan tree which has grown and spread its branches over a vast territory. These branches in turn have taken root and are continuing to grow, forming a grand net work of a thorough educational system throughout this and other states and territories. At ten o'clock the procession, consisting of the students and faculty of the Academy, headed by the Provo Silver Band, marched to the meeting house, where an interesting program was carried out. The oration on the "Life and Labors of Brigham Young," by President Geo. Q. Cannon, was listened to with much interest, as was also the address of Dr. Maeser, on the History of the Academy. After the services concluded, the people adjourned to the Academy building, where a fruit festival awaited them. So beautiful was the scene that the photographer was sent for, who photographed the tables with their rich store. No special stimuli were necessary to induce all to partake of the bounteous repast, as the sight of the fruit was sufficiently inviting within itself. Every one ate his fill of that which he liked best. Had the photographer made a picture of the remnants of that grand fruit stand, the observer would have beheld with awe the great contrast presented by the picture "before and after."

The day's amusement closed with the regular Academy party in the evening, at which 128 numbers were sold.

Thus passed a day, the first of its kind, which will be looked upon as another monument to the fame of President Brigham Young and the B. Y. Academy.

LITERARY.

History and Study of English Literature

[N. L. NELSON.]

No other nationality can present so wonderful a history, so wide, profound, and varied a literature, as does the English speaking race. In an area covered by over one thousand years of busy effort, have been opened literary mines, the treasures of which form the glory of our transcendent civilization.

The student is dazed and overwhelmed when he contemplates the vastness of the good things said in prose and verse since the days of Beowulf. And as he tastes the flavor of each succeeding epoch, and realizes that here he might pass a glorious life-time, he involuntarily exclaims: "Would that I might live a thousand years!" If Solomon in that day of meagre literature could exclaim, "Of the making of books there is no end," what proverb might we not expect from him if he were to-day a student of English literature. Would he not say, "Here eternity begins; it is good to be immortal."

There is at first sight something so appalling in the formidable array of authors and works in our language, that we shrink from beginning any investigation. And we should realize truly, what we feel instinctively, that life is too short, did we attempt to make our acquaintance with them indiscriminately. It is to give a few hints to students wishing to pursue the study privately, that I write this brief essay.

In order to become truly imbued with the spirit or soul of any literature, without which little profit can come from its study, we must live as it were contemporary with its writers, feel the pulsation of the times, sympathize if we can with the influences that moved men's souls, and place ourselves as it were among the multitude to be swayed hither and thither by the force that shaped the destiny of the epoch. Not to keep this fact in view is to find nine-tenths of the works that have delighted the English world of letters, dull and stupid. Take for instance the earliest fragments of Anglo-Saxon poetry short, abrupt, fierce, no logical connection of the thoughts, with images glittering like drawn swords in every phrase, and withal unintelligible, what impression must they leave upon the reader, disassociated with the men of the times? But place him amid the war and turbulence of our barbaric forefathers, let him scorn the rigors of a northern winter and the terrors of an angry deep with the sea kings, or take part in the

saus and braus in the mead hall of the landman; let him be a warrior at any moment's notice, ready to show no quarter, nor ask any—and he will begin to understand and appreciate these snatches of verse, which otherwise must appear as mad fragments of a broken cyclone.

And so with every epoch. Those writers are few indeed whose works have an abiding interest for the reader aside from the age producing them. Many people find Dickens dry and tedious from sheer unwillingness to associate with the lowly characters he places in his books, and go into raptures over puppies simply because they are dressed as lords and ladies. Start in them with a willingness to lend your sympathies to your author, if you would be richly rewarded with his company.

THE White and the Blue Caps will be out next Saturday.

THE Misses Ryan gave a social last Friday evening. All present enjoyed themselves.

ONE of our Normals blistered his hands the other day while mowing President Smoot's lawn.

It is impossible that an ill-natured man can have a public spirit; for how should he love ten thousand men who never love one?—*Pope*.

HENRY PETERSON discontinued last Friday to labor in Ashley as principal of the church school there. Success to him.

MISS OTILLIE MAESER had the pictures of the fruit banquet framed and then she presented them to the Academy. They are beautiful.

THE best of us, and even the best ideas of the best of us, need to run against obstacles in order to have the froth and dust sent to the winds.—*INTELLIGENCE*.

PHYSIC class B in charge of Bro. Isgreen, took a practical lesson at the D. & R. G. depot last Friday. The parts of the air brake were explained and the laws of the lever and pulley were tested. Many thanks to the yard men for their kindness.

Two more of Springville's young maids have concluded to keep house in Provo this winter while attending school. They positively declare that they will not divulge their place of abode, to the opposite sex. This is nice for Provo,—not so for the young men.

LAST Tuesday a teacher in the West School, Provo, said: "My boy, how often I have reminded you of your soiled hands and now how dirty they are! Why, you might plant potatoes on them!" "Well," replied the little chap, "if I did they would die for want of water."

THEORY AND PRACTICE OF EDUCATION.

Lessons in Elementary Psychology.

EXAMINATION OF TERMS. Before proceeding to our subject proper, we must pause a while to become somewhat acquainted with the technical terms of our science. In the study of psychology, as in the study of other sciences we meet with a great many words either entirely new or used with a new meaning. We must understand these terms before we can master the science.

Psychology. This word comes from two Greek words signifying the science of the soul, or the study of the soul. In the study of psychology we investigate facts, not of the material world, but of the mental world.

Empirical Psychology is that branch of psychology which investigates facts of observation and experience. It does not speculate upon the nature of the cause or principle underlying these facts.

Rational Psychology goes farther and investigates the nature of the soul or spirit. It borders on, and even enters at times, the field of metaphysics.

Phenomenon, Plural Phenomena, refers to what appears. An appearance in the physical world is a physical phenomenon; whatever of mind appears is a mental phenomenon. The *Mind* is the *Self*, the *Ego*, of which we assert mental phenomena. *Mind, self, ego, spirit, soul, the me,* as psychological terms, mean the same things.

Soul Energies. We know what physical forces are. They are the energies which cause physical changes. In the same way, those energies which cause mental changes are called soul energies.

A *Law* is a uniform way in which an energy acts. The uniform way in which the mind acts or manifests itself is called a *Mental Law*. The systematic arrangement or classification of the laws in a special field of investigation is called a *Science*.

Mental Science is, then, the systematic arrangement of mental laws.

The systematic arrangement of the laws of mental growth and of mental development is the *Science of Education*.

We are now ready to begin our subject proper, though we have not nearly exhausted the vocabulary of technical terms. Other words, however, will be explained as we use them.

Sense-Perception. We all know what books are, horses, houses, and thousands of other objects in the material world around us. But how

have we gained a knowledge of them? is the question. We have five senses; seeing, hearing, feeling, smelling and tasting, so the answer to the question may be briefly stated thus: We gain a knowledge of these objects through one or more of our senses. A little reflection will affirm this answer, and it will be seen that all our primary knowledge comes to us in this way. This power or capability to gain ideas directly through the senses is called Sense-Perception or Intuitive-Perception.

Questions in Psychology.

1. Why is it impossible for a trainer of children to do strictly professional work without a general knowledge of psychology?
2. Name and explain three methods of studying psychology.
3. What is the characteristic distinction between an organ and a faculty?
4. Name three direct great soul energies and three subdivisions of each.
5. Illustrate the distinction between sense preception and conscious preception.
6. What is the relationship between memory and imagination?
7. What is the distinction between perception and conception?
8. What is discovered and asserted by judgment?
9. Define reason and illustrate the two processes i. e. inductive and deductive.
10. Classify under the heads of powers and products the following: perception, percepts, memory, memories, recollections, phantasms, phantasy, fancies, imagination, ideals, judgment, judgments, reason, conclusions.

History of Pedagogy.

THE REFORMATION—The Reformation wrought great changes in human opinion, political and religious, and these made corresponding changes in methods of education. In fact, history teaches us that every new philosophy, every change in the opinion of a race or a people in politics, in religion, in science or in art carries with it as a result changed ideas of educational means and methods. The conception that ignorance is an evil, and a constant menace to society, led to the idea of compulsory school-attendance.

Comenius, perhaps, more than any other teacher, directed educational thought along the

lines of modern method. Text books, until his time, were scarcely worthy the name. He comprehended the necessity, wrote accordingly, and his *Janua. Vestibulum, Artium, and Orbis Pictus*, all excellent elementary text books for their time, were the result.

The idea of universal education led him to grade the schools, and upon his gradation all modern systems of public instruction are based.

The great thought of Comenius, a thought never realized, was to establish a Universal school or Pansophy, in which all knowledge should be taught. It was in the interest of this scheme that he went to England, and afterwards to Sweden.

Comenius is called the great teacher of the sense-realistic school, because of the emphasis he placed on the training of the senses. He says: "In the place of dead books, why should we not open the living books of nature?"

"To instruct the young is not to beat into them by repetition a mass of words, phrases, sentences, and opinions gathered out of authors; but it is to open their understanding through things."

TEACHING CONGREGATIONS—We can hardly omit a brief consideration of the two great teaching congregations, the Jesuits and the Janseists.

The first of these congregations was organized by Loyola, a zealous Catholic, for the purpose of resisting the encroachments of the Protestants. His idea was to get at the children and by instructing them in Roman Catholicism, stem the tide of the Reformation. The hopes of the Jesuits were realized to a wonderful extent. In less than a hundred and fifty years after the society was organized, it controlled six hundred and twelve colleges and a great number of universities, and it has spread its branches over almost the whole of the civilized world.

METHODS OF THE JESUITS—The Jesuits worked only in secondary instruction. Their purpose was to monopolize classical instruction in order to make it propogate the Catholic faith. Above all else they were preoccupied with the formal studies, and with those exercises which trained in the use of elegant language and appealed directly to the vanity and pride of the pupils. Their instruction thus became superficial but popular. Voltaire criticises them by saying they taught him only "Latin and non-sense." Leibnitz says: "In matters of education the Jesuits have remained below mediocrity." Bacon, on the other hand, praises them by saying: "As to whatever relates to the

instruction of the young, we should consult the schools of the Jesuits, for there can be nothing that is better done."

See Compayre's *History of Pedagogy*.

A Good Way To Teach Spelling.

Spelling cannot be taught effectually if lessons are chosen exclusively from the textbook. The child must form the habit of noticing the spelling of all new words it meets with in all its reading and studying, and must learn the definition of these words as used in the context. Therefore, a good way of teaching spelling is to give the hard words from all the studies once or twice a week without previously designating what particular words, thus requiring the child to study all, and that too at the time of studying the lesson. In a little while the desired habit will be formed, and the power of perception so far as the perception of words is concerned, will be strengthened.

Questions in Pedagogy.

1. Who wrote "Leonard and Gertrude?"
2. Why should the facts of Psychology be at the base of all school methods?
3. In what respect has Rousseau's Emile influenced educational thought and method?
4. Wherein was Froebel's strength as a teacher?
5. Explain verbal memory.
6. Name six leading school journals of America, and state where they are printed.
7. How can the habit of reading good books be cultivated in young people?
8. Of what benefit to a primary teacher is a course in kindergarten methods?
9. Which book do you consider the best work on school methods?
10. Which should come first in a course of instruction the science or the art of education?

SCIENTIFIC.

Exercise.

(E. B. ISGREEN.)

Action is the law of the living body. Every organ demands use to preserve it in full vigor and to obtain from its best services. It is important that the muscles as well as the brain should receive their proper education by exercise. Persons who are engaged in manual labor in the open air obtain all the exercise necessary for bodily health in their regular business; their need is more likely to be discipline

or exercise of the mind. A perfect business of life, therefore, would be one which would combine both physical and mental labor in their proper proportions. Such, in fact, is to a large extent the occupation pertaining to one period of life—childhood.

Exercise consists in the well regulated use of the voluntary muscular system and the effects are not limited to the parts used. Other organs which are not under the control of the will, are indirectly influenced by it. The heart beats more rapidly, the skin acts more freely, the temperature rises, the brain is invigorated, the appetite and powers of digestion are increased, the currents of circulation are purified, and the body as a whole thrives under its influence. Health is perpetual youth—that is, a state of positive health. Merely negative health, the mere keeping out of the hospital for a number of years, is not health. Health is to feel the body a luxury, as every vigorous child does; as the bird does when it shoots and quivers through the air, not flying for the sake of the goal, but for the sake of the flight; as the dog does when he scours madly across the meadows, or plunges into the muddy, blissfulness of the stream; to feel one's life in every limb; this is the secret bliss of which all forms of athletic exercise are simple varying disguises, and it is absurd to say that we cannot possess this when character is mature, but only when it is half developed. As the flower is better than the bud, so should the fruit be better than the flower. Without exercise the muscles become thin, flabby, pale and weak. On the other hand, excessive exercise, without sufficient relaxation, produces in the muscles a condition not very different from that which follows disuse. Violent exercise is not beneficial, as for example the tests for championship in foot-races, boat-races, jumping, etc. To gain the most beneficial results, the exercise should be at regular hours and during a regular period, the activity and the time varying with the strength of the individual. All exercise should be attended with pleasurable feeling. All exercise should be taken in pure air and sunlight.

Teachers get so accustomed to a low tone of physical strength that they forget the sensation of health, lose a standard for self-comparison, and do not become aware that ground is really lost until matters are already serious. To a teacher in vigorous health, with strong muscles, who feels his temper and digestion giving away, heavy gymnastics or field sports may be recommended. To the less vigorous and to most women who teach, a daily walk of from

half an hour to two hours is necessary. It should be taken in company; care should be left at home; and new scenes should be sought so as to give variety.

Few are really aware of the value of the Sabbath as a physical agent of health. The teacher should so use it as to get a sense of renewed life every Monday.

Gymnastics should be urged upon the adult in order to preserve the constitution; upon the child, in order to form it. Gymnastics are not to be practiced chiefly for the sake of gaining great strength. They are to be used as a means of conferring grace of movement and the outlines which indicate health and endurance; of enlarging the chest, thereby giving free play to the act of breathing and the motion of the heart; of fortifying the muscular walls of the abdomen against rupture and the joints against accident, of conforming the habit of liberal consumption and ready assimilation of food, (though play is better for this object).

The word "calisthenics" implies the imparting of strength and beauty. There is a proverb that "beauty is skin deep;" a very superficial view, indeed. Beauty of form is not skin deep; it depends on the bony frame, on the development of the muscles over the bones, and on the fatty layers over the muscles.

Many young girls have a perceptible tendency to distortion of the spine at the growing period of life. The case is certainly aggravated by confinement in school, by want of muscular exercise, and by improper positions in study. Although boys need care in this respect, still they do not exhibit this tendency to so marked an extent.

One should not exercise immediately before nor immediately after a meal.

It is not well to work much before breakfast although a short walk or very light exercise will do no particular injury.

Muscles should never be put to a long continuous strain, for example, carrying a heavy weight a long distance without resting. The muscles of the eyes must never be strained by looking cross-eyed, not by rolling the eyeballs in a hideous manner.

Nervous twitching of the muscles and even St. Vitus dance may be cured by strict adherence to the laws of digestion, respiration, moral habits, exercise, etc.

The following out-door exercises are of great value if followed wisely: Walking, horse-back riding, boating, swimming, croquet, lawn tennis, base ball playing, foot ball, sparring, leaping, running, etc., etc.

The following in-door exercises are quite

good: Gymnastics, calisthenics, Dowd's physical training, parlor games, singing and instrumental playing, reading and reciting, etc., etc.

No one exercise is sufficient to develop and train all the muscles. Each individual must exercise judgement as to how and where and when it would be best for him to exercise.

LOCALS.

Visitors.

Mrs. Brown, and Effie Bullock of Pleasant Grove.

"How many will return?"

FIFTY feet of real slate blackboarding for the new Academy has arrived.

THE manuscript for a new circular to be issued before the holidays is in preparation.

A MOVEMENT is on foot to have free tuition for the Normals next semester. Success to the scheme.

IT is understood that the Faculty will be increased by the addition of two or three new members.

"A BOX of tools looked up is not, half so useless as a man's hands when untrained to labor."

"WHAT is the law that governs riches? To meet a want, and meet it well, to make money and save it."

A NUMBER of the students will take part in Gilmore's Concert to be given in the tabernacle next Wednesday.

THE Academy is to be heated by the best hot air process, so said the meeting of the Board, October 20th. last.

Written reviews in Senior Psychology next Monday. Post Graduate Logic, written review the following Thursday.

"It is the man who knows how to use the adverse circumstances of his life, that is sure to win on the home stretch."

WHEN a student gives an address or answers a question he should be jealous that not one word is lost.—N. L. NELSON.

New students are continually coming. All look forward to the happy day when the B. Y. A. will be established in its new quarters.

DR. SHIPP lectured to the young men of the Academy last Monday evening, and at the First Ward Meeting House Tuesday evening.

At a recent meeting of the Board of Directors, President Smoot in the chair, it was de

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cided to push the new building to completion, at least enough of it for this year's use, to put in a heating apparatus, either a hot air furnace or steam radiators; and to engage a competent person to give military drill, commencing after the holidays. The matter of free tuition for Normals was discussed, but no definite action was taken. This is the first official declaration in regard to completing the new building.

Normal Items.

Bro. Maeser's pleasant countenance is not seen very often of late in our halls. He went to Beaver last week.

Rousseau's Emile was the subject last week in the Post Graduate class; this week, the Philosophers of the Eighteenth Century.

"Men who have nothing but memory," says Kant, "are but living lexicons. and, as it were, the pack-horses of Parnassus."

Important business connected with the Academy has kept Prof. Cluff from the Normal Department occasionally of late. His absence is felt by all.

The death, last week, of Ola Beesley, a former student of the Academy, was a sad event. She died at Nephi, and was brought to Provo for interment.

Unparalleled? Well I should say so! Our department is not large enough now to hold even the Juniors alone, during recitation and what will be the number by Christmas?

Room! room! and still, on they come! Long since, the Normal Department refused to hold any more, flowed over into the Academic, and then into the Ladies' room. Verily, a shout of welcome will go up for the new building.

Autumn leaves are falling fast,

Winter's breath will soon be here;

Summer days have changed at last

For the sweetest of the year.

Where are our poets? Pshaw! Rhetoric A has just begun the important subject. Look out for them.

How gratifying it is to hear the many good words that are daily spoken for our school. Not only are our numbers increasing, but the many earnest efforts of teachers and students are being felt. It has already paved the way for a lasting name and an ensured prosperity for the future.

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